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ABSTRACT

Descriptions of the Nogales dropout prevention program, including activities of the career counseling center and causes for dropping out of school, introduce the guide. The goals and objectives of the independent study center for potential dropouts include giving assistance to students so they may complete their high school education and guidance so they may successfully enter a postsecondary career. Policies for some of the processes of the program including the referral system to the independent study center or other agencies, promoting reading efficiency, career education, tutoring, and marriage and pregnancy are explained. Most of the information about the program is repeated in a format addressed to the potential student dropout. (LJ)

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NOGALES DROPOUT PREVENTION GUIDE

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INTRODUCTION:

THE NUMBER OF SCHOOL DROPOUTS ACROSS THE NATION IS GROWING AT AN EVER INCREASING RATE. UNEMPLOYMENT IS INCREASING AT AN EVEN FASTER RATE WITH UNEMPLOYMENT AMONG YOUTH LEADING THE FIELD. ACCORDING TO THE ARIZONA DAILY STAR, (MAY 6, 1975) UNEMPLOYMENT AMONG YOUTH IS ABOUT FOUR TIMES AS GREAT AS WORKERS IN GENERAL.

IN ANOTHER ARTICLE (MAY 16, 1975), THE ARIZONA DAILY STAR CITED THE STATE DEPARTMENT OF ECONOMIC SECURITY'S UNEMPLOYMENT STATISTICS FOR SANTA CRUZ COUNTY AS BEING 12.5%, THE HIGHEST IN THE STATE. THE CURRENT DROPOUT RATE FOR NOGALES HIGH SCHOOL IS 8.4%, DOWN FROM LAST YEAR'S 9.2%. WE STILL HAVE A WAY TO GO. IF SOMETHING ISN'T DONE TO SLOW THE DROPOUT RATE, IT WILL BECOME HARDER AND HARDER FOR THESE YOUTH TO GET A JOB. OF FORTY-FOUR (44) APPRENTICESHIP TRADES REPORTING IN A RECENT ARIZONA STATE DEPARTMENT SURVEY, THIRTY (30) REQUIRE A HIGH SCHOOL DIPLOMA OR GRADUATE EQUIVALENCY DIPLOMA (G.E.D.), SEVEN (7) REQUIRE OR PREFER A HIGH SCHOOL DIPLOMA, FOUR (4) REQUIRE AT LEAST AN EIGHTH (8th) GRADE EDUCATION WITH ONLY THREE (3) HAVING NO EDUCATION REQUIREMENTS.

THESE STATISTICS INDICATE A DEFINITE NEED FOR OUR STUDENTS TO COMPLETE THEIR HIGH SCHOOL EDUCATION OR G.E.D. THE FAILURE TO HELP OUR STUDENTS ACQUIRE EMPLOYABILITY SKILLS AND TO COMPLETE A HIGH SCHOOL EDUCATION WOULD, IN MANY CASES, DENY THEM THE ENTRANCE REQUIREMENTS FOR POSITIONS WHICH WOULD LEAD TO A REWARDING AND SATISFYING VOCATION.

IN RESPONSE TO THIS NEED, THE NOGALES SCHOOL DISTRICT BEGAN A DROPOUT PREVENTION PROGRAM. THE BACKGROUND FOR THE PRESENT PROGRAM BEGAN IN THE FALL OF 1973 WITH THE ESTABLISHMENT OF A VOCATIONAL EXEMPLARY PROGRAM FOR THE IDENTIFICATION OF POTENTIAL DROPOUTS.

THIS LED TO A PROGRAM DESIGNED FOR DROPOUT PREVENTION. THE PROGRAM WAS CALLED THE CAREER COUNSELING CENTER AND WORKED WITH JUNIOR HIGH SCHOOL STUDENTS WITH FOLLOW-UP AT THE HIGH SCHOOL DURING SUCCEEDING YEARS.

THE CAREER COUNSELING CENTER USED COUNSELING, GUEST SPEAKERS, FIELD TRIPS, PEER TUTORING AND A WELL ROUNDED SUPPLY OF MEDIA, MATERIALS AND SUPPLIES IN AN EFFORT TO KEEP STUDENTS IN SCHOOL. OVER A TWO YEAR PERIOD, THE CAREER COUNSELING CENTER, EVOLVED INTO A SPECIAL NEEDS PROGRAM KNOWN AS THE INDEPENDENT STUDY CENTER. THIS CENTER WAS ESTABLISHED AS AN INTEGRAL PART OF THE HIGH SCHOOL WITH APPROPRIATE RESOURCES FOR A CURRICULUM THAT LENDS ITSELF TO INDIVIDUALIZATION OF INSTRUCTION.

THERE IS A STRONG EMPHASIS ON THE CAREER EDUCATION CONCEPTS APPROPRIATE AT THE SECONDARY LEVEL. THESE INCLUDE SELF-AWARENESS IN SELECTING A SATISFYING JOB; EMPLOYABILITY SKILLS SUCH AS FINDING, GETTING AND KEEPING A JOB, AS WELL AS MANY OTHERS.

SOME CAUSES FOR DROPPING OUT:

LANGUAGE BARRIER

MANY STUDENTS DROP OUT BECAUSE THEY CANNOT SPEAK OR UNDERSTAND THE ENGLISH LANGUAGE. THEY BECOME FRUSTRATED WHEN THEY CANNOT UNDERSTAND THE TEACHER OR THE COURSE WORK OR CAN'T TAKE PART IN A DISCUSSION. THEY ARE UNABLE TO COMPETE WITH OTHER STUDENTS FOR GRADES SO THEY SIMPLY QUIT.

AT THE CENTER, STUDENTS DON'T COMPETE FOR GRADES, THEY WORK INDIVIDUALLY AND PROGRESS AT THEIR OWN RATE. BECAUSE OF THE INDIVIDUALIZATION, THE STUDENTS PROGRAM CAN INCLUDE ACTIVITIES DESIGNED TO OVERCOME LANGUAGE DIFFICULTIES IF THIS IS THE NEED. THERE ARE ALSO OPPORTUNITIES FOR STUDENTS TO STUDY IN THE LANGUAGE IN WHICH THEY FEEL MOST COMFORTABLE.

ABSENTEEISM

THE MAJORITY OF STUDENTS WITH CLASSROOM PROBLEMS BECOME DISCOURAGED TO THE POINT OF CUTTING CLASS(ES). SOME DITCH THE WHOLE DAY, OTHERS ONLY THE PROBLEM CLASS. THE RESULT IS USUALLY THE SAME, THEY EITHER DROP THEMSELVES OR THEY ARE DROPPED ADMINISTRATIVELY.

AT THE CENTER, ABSENTEES WILL BE HANDLED BY CENTER STAFF AS LONG AS THE STUDENT IS IN THE PROGRAM.

FINANCIAL PROBLEMS

BECAUSE SOME STUDENTS MUST PROVIDE FINANCIAL ASSISTANCE IN THEIR HOME, THEY DROP OUT OF SCHOOL IN ORDER TO FIND A JOB.

THE CENTER WILL ASSIST IN WORKING A SCHEDULE AROUND THE STUDENT'S SCHOOL PROGRAM.

AGE

MANY DROPOUTS ARE TWO (2) OR MORE YEARS OLDER THAN OTHER STUDENTS AT THEIR GRADE LEVEL AND SOMETIMES FEEL THAT THEY SHOULD DROP OUT.

THE CENTER'S ISOLATION FROM THE REST OF THE HIGH SCHOOL MAY HELP. IN SOME CASES STUDENTS MIGHT BE DIRECTED TO PIMA COLLEGE CLASSES OR A G.E.D. PROGRAM AT NIGHT.

MARRIAGE/PREGNANCY

SOME STUDENTS WHO GET MARRIED AND/OR BECOME PREGNANT MAY FEEL THE NEED TO DROP OUT OF SCHOOL TO SUPPORT THEIR FAMILY, RUN THE HOME, HAVE THEIR CHILD OR BECAUSE THEY ARE EMBARRASSED.

AGAIN, THE CENTER'S ISOLATION MAY HELP THE STUDENT STAY IN SCHOOL. THE PLACEMENT SERVICE CAN HELP FIND WORK FOR THOSE WHO NEED IT AND IN SOME CASES STUDENTS MIGHT BE REFERRED TO OTHER AGENCIES FOR ASSISTANCE.

READING

A REASON FOR SOME OF OUR STUDENTS DROPPING OUT IS THEIR INABILITY TO READ AT OR NEAR GRADE LEVEL IN ANY LANGUAGE.

THE PRIMARY OBJECTIVE FOR THE CENTER IS THE DEVELOPMENT OF READING PROFICIENCY.

FAILURE

A HISTORY OF CONSTANT FAILURE IS A PRIMARY CONTRIBUTION TO THE STUDENT DROPOUT RATE. THEY HAVE HAD NO SUCCESS WITH SCHOOL TO DATE AND SEE NO REASON FOR STAYING PAST THE COMPULSORY ATTENDANCE AGE, IF THAT LONG.

IN THE CENTER, STUDENTS WILL BE WORKING WITH PROGRAMMED MATERIALS. THERE IS NO POSSIBILITY OF FAILURE. THEY WILL CONTRACT FOR THE GRADE THEY WISH TO RECEIVE AND WORK FOR THAT GRADE UNTIL THEY HAVE SUCCESSFULLY ACHIEVED IT. THERE IS NO TIME LIMIT WHILE THEY ARE IN THE PROGRAM. IF THEY DON'T FINISH THE PROGRAM, THERE IS NO PENALTY OR CREDIT, GOOD OR BAD.

THESE ARE BUT A FEW OF THE REASONS FOR SOME STUDENTS DROPPING OUT AND WAYS THE CENTER CAN HELP THEM STAY IN, THERE ARE, OF COURSE, OTHERS. THE INDEPENDENT STUDY CENTER WILL TRY TO HELP EACH STUDENT REMAIN IN SCHOOL UNTIL GRADUATION OR UNTIL THEY HAVE SUFFICIENT SKILLS AND QUALIFICATIONS TO COMPETE IN THE WORLD-OF-WORK FOR A CAREER THAT IS SATISFACTORY TO THEM.

PROBLEMS ADDRESSED BY THE INDEPENDENT STUDY CENTER:

- COUNSELORS
- TEACHERS
- FAMILY
- DRUGS
- MONEY
- JOB CONFLICT
- LOW GRADES
- ALCOHOL
- PREGNANCY
- NOT UNDERSTANDING CLASS WORK:
  - MATH
  - SCIENCE
  - ENGLISH
- LANGUAGE:
  - READING
  - WRITING OR
  - SPEAKING
- NOT UNDERSTANDING THE TEACHER

GOAL

THE GOAL OF THE INDEPENDENT STUDY CENTER IS TO ASSIST STUDENTS WITH THE SOLUTIONS OF PROBLEMS THAT WILL ENABLE THEM TO COMPLETE THEIR HIGH SCHOOL EDUCATION AND SUCCESSFULLY ENTER A POST-SECONDARY CAREER, WHETHER IT BE A JOB OR CONTINUED EDUCATION.

OBJECTIVES

TO PRESCRIBE FOR OUR REFERRED POTENTIAL DROPOUTS, A PROGRAM THAT WILL ALLOW THEM TO COMPLETE AT LEAST THE MINIMUM HIGH SCHOOL REQUIREMENTS FOR GRADUATION AND THEIR INTENDED CAREERS.

TO PRESCRIBE FOR OUR REFERRED POTENTIAL DROPOUTS, A PROGRAM THAT WILL ACQUAINT THEM WITH THE EMPLOYABILITY SKILLS NECESSARY TO SELECT, GET AND KEEP A JOB.

THE PROGRAM:

REFERRALS

BASED ON THE TEACHER/COUNSELORS KNOWLEDGE OF A STUDENT'S SCHOOL, HOME OR WORK RELATED PROBLEMS AND THE INABILITY OF A REGULAR COURSE OF STUDY TO KEEP HIM IN SCHOOL, A STUDENT MAY BE REFERRED TO THE INDEPENDENT STUDY CENTER.

IN SOME RARE SITUATIONS, A PARENT MAY MAKE A REFERRAL OR A STUDENT MAY MAKE A SELF-REFERRAL.

PERMISSION

PARENT PERMISSION IS REQUIRED FOR A STUDENT'S PARTICIPATION IN THE INDEPENDENT STUDY CENTER.

INTERVIEWS

BASED ON REFERRAL INFORMATION AND THE SPACE AVAILABLE IN THE INDEPENDENT STUDY CENTER, INTERVIEWS WILL BE SCHEDULED WITH BOTH THE STUDENT AND PARENT(S) FOR THE PURPOSE OF SCREENING TO DETERMINE A STUDENT'S ELIGIBILITY FOR THE PROGRAM AND TO EXPLAIN TO THE STUDENT WHAT THE CENTER HAS TO OFFER. THE CENTER STAFF WILL ASSESS THE STUDENTS ATTITUDE AND DECIDE WHETHER THE STUDENT CAN BE HELPED WITH THIS SPECIAL ATTENTION.

ALTERNATIVE REFERRALS

STUDENTS WITH NEEDS BEYOND THE SCOPE OF THE INDEPENDENT STUDY CENTER WILL BE REFERRED TO OTHER AGENCIES SUCH AS: THE WELFARE DEPARTMENT, HEALTH CLINIC, PLANNED PARENTHOOD, JOB CORPS, EMPLOYMENT SECURITY OFFICE, ARMED FORCES, ETC. STUDENTS WHO ARE NEAR AGE NINETEEN (19) MAY BE REFERRED TO NIGHT SCHOOL WHERE THEY CAN WORK FOR THEIR G.E.D.

CAREER EDUCATION

WHILE ONE OF THE MAIN ACTIVITIES OF THE CENTER IS TO PROMOTE READING PROFICIENCY, OTHER ACTIVITIES INCLUDE CAREER EDUCATION EXERCISES IN CAREER AWARENESS, ORIENTATION, EXPLORATION AND PREPARATION. THE GUIDANCE DEPARTMENT PROVIDES COMPREHENSIVE TESTING FOR INTERESTS AND APTITUDES. THE CENTER STAFF COORDINATES FIELD TRIPS, WORK EXPERIENCE, AND OCCUPATIONAL INFORMATION MATERIALS AND FOLLOW-UP ON STUDENT INTERESTS. OTHER SERVICES, PROVIDED FOR THOSE NEEDING IT, ARE OPPORTUNITIES FOR INTERNSHIPS, ON-THE-JOB TRAINING AND JOB PLACEMENT. THESE SERVICES ARE OFFERED THROUGH THE COOPERATIVE EFFORTS OF THE SCHOOL, LOCAL BUSINESSES, INDUSTRIES AND CITY AND COUNTY OFFICES.

GUIDANCE RESPONSIBILITIES ARE SHARED BY THE TOTAL STAFF. THEY EMPHASIZE CONCEPTS RELATED TO THE OCCUPATIONAL, CITIZEN, FAMILY AND AVOCATIONAL LIFE ROLES IN THE TOTAL CURRICULUM. STUDENTS IDENTIFY THEIR INTERESTS AND ABILITIES UPON ENTERING THE CENTER. THEY SUBSEQUENTLY IDENTIFY GOAL(S) WHICH ARE COMMENSURATE WITH THEIR INTERESTS AND ABILITIES. THE PROJECT PROVIDES THE EXPERIENCES THAT ENABLE STUDENTS TO DEVELOP ATTITUDES, SKILLS AND KNOWLEDGE FOR JOB ENTRY LEVEL, VOCATIONAL-TECHNICAL LEVEL OR POST-SECONDARY LEVEL EDUCATION IN ACCORDANCE WITH STUDENT INTEREST, APTITUDE AND ABILITY.

GENERAL EDUCATION

STUDENTS WILL BE TESTED ON AN INDIVIDUAL BASIS FOR THE PURPOSES OF ACADEMIC PLACEMENT AND BEGIN THEIR PROGRAM IN THE AREA(S) OF DEMONSTRATED DEFICIENCIES.

CHECKUPS ARE AUTOMATIC AT THE END OF EACH SET OF EXERCISES. RATHER THAN GRADES THE STUDENT WILL SATISFACTORILY COMPLETE HIS WORK BEFORE CONTINUING. STUDENTS CONTRACT FOR THE GRADE THEY ARE WORKING FOR. THIS ENABLES THE STUDENT TO WORK AT HIS/HER OWN PACE.

LENGTH OF PROGRAM

STUDENTS COMING INTO THE PROGRAM WILL BE EXPECTED TO REMAIN AT THE CENTER FOR THE REMAINDER OF THE CURRENT TRIMESTER AND THE NEXT TRIMESTER. STUDENTS MAY PARTICIPATE NO MORE THAN THREE CONSECUTIVE TRIMESTERS.

TUTORING

PEER TUTORING IS PROVIDED ON WHICHEVER TOPIC STUDENTS REQUEST HELP.

GRADUATE REQUIREMENTS

GRADUATE REQUIREMENTS ARE NEGOTIATED WITH EACH STUDENT DEPENDING ON NEED AND LEGISLATED REQUIREMENTS.

STUDENT SEMINARS

STUDENTS PARTICIPATING IN THE CENTER PROGRAM WILL TAKE PART IN SMALL GROUP DISCUSSIONS DIRECTED AT SELF-MOTIVATION, SELF-AWARENESS AND VALUE DEVELOPMENT. THE SEMINARS ARE A PART OF THE REGULAR CENTER PROGRAM BUT MAY OR MAY NOT USE PRINTED MATERIAL REGULARLY, DEPENDING ON THE READING LEVEL OF THE STUDENTS AND THE DIFFICULTY OF THE MATERIALS ON HAND. CASSETTE TAPES AND FILMSTRIPS ARE USED WITH EACH GROUP.

PARENT CONFERENCES

PARENT CONFERENCES WITH THE CENTER STAFF WILL BE SCHEDULED ON A REGULAR BASIS TO DISCUSS THE STUDENTS PARTICIPATION WITH THE CENTER. CONFERENCES WILL GENERALLY BE SCHEDULED EVERY TWO (2) OR THREE (3) WEEKS.

PARENT DISCUSSION GROUPS

THE CENTER HOSTS PARENT DISCUSSION GROUPS DESIGNED TO IMPROVE RELATIONSHIPS BETWEEN ADULTS AND CHILDREN. GROUP LEADERS ARE PARENTS WHO HAVE BEEN TRAINED IN THE ADLERIAN APPROACH TO INTERPERSONAL RELATIONSHIPS. GROUPS ARE OFFERED IN EITHER ENGLISH OR SPANISH. WHILE MEMBERSHIP IN THE GROUP IS VOLUNTARY FOR MOST, IT MAY BE REQUIRED FOR SOME TO FULFILL A STUDENT'S PRESCRIPTION AND MAKE IT POSSIBLE FOR HIM TO REMAIN IN THE PROGRAM.

PROPOSED OUTCOMES

THE CENTER HOPES TO PRODUCE HIGH SCHOOL GRADUATES WITH A POSITIVE SELF-CONCEPT, RESPONSIBLE FOR THEIR OWN ACTIONS AND ABLE TO WORK ON THEIR OWN. THEY WILL HAVE DEVELOPED A CAREER AWARENESS, EXPLORED THEIR INTERESTS AND APTITUDES AND SETTLED ON A CAREER GOAL. THEY WILL HAVE SOME IDEA OF WHAT THEY WILL BE DOING AFTER GRADUATION.

STUDENTS WHO HAVE NOT GRADUATED, BUT HAVE FINISHED THEIR THREE TRIMESTERS IN THE CENTER, WILL BE READY FOR RECYCLING INTO THE REGULAR SCHOOL PROGRAM.

HAVE YOU DROPPED OUT OR ARE YOU THINKING OF DROPPING OUT OF SCHOOL?

IF SO, NOW WHAT?

INTRODUCTION:

MORE AND MORE STUDENTS ARE DROPPING OUT OF SCHOOL AND JOBS ARE GETTING HARDER AND HARDER TO FIND, ESPECIALLY FOR PEOPLE YOUR AGE. THAT MEANS IT WILL BECOME ESPECIALLY HARD FOR YOU TO GET A JOB WITHOUT A HIGH SCHOOL DEGREE OR GRADUATE EQUIVALENCY DIPLOMA (GED). FOR EXAMPLE, OUT OF FORTY-FOUR (44) APPRENTICESHIP TRADES IN ARIZONA, THIRTY (30) REQUIRE A HIGH SCHOOL DIPLOMA OR GED, SEVEN (7) REQUIRE OR PREFER A HIGH SCHOOL DIPLOMA, FOUR (4) REQUIRE AT LEAST AN EIGHTH (8TH) GRADE EDUCATION WITH ONLY THREE (3) HAVING NO EDUCATION REQUIREMENTS.

THE FACT IS, IF YOU DON'T ACQUIRE EMPLOYABILITY SKILLS AND COMPLETE YOUR HIGH SCHOOL EDUCATION, YOU ARE GOING TO HAVE A DIFFICULT TIME FINDING A REWARDING AND SATISFYING JOB. WHAT WE'RE TRYING TO SAY IS THAT YOU SHOULD GIVE YOURSELF ANOTHER CHANCE. THE INDEPENDENT STUDY CENTER CAN HELP YOU FINISH YOUR HIGH SCHOOL REQUIREMENTS SO YOU WILL BE ABLE TO BE AND DO WHAT YOU WANT.

THE PROGRAM WILL ALSO HELP YOU TO DISCOVER THE KIND OF JOB THAT CAN GIVE YOU THE MOST SATISFACTION WHILE HELPING YOU MEET THE REQUIREMENTS FOR THE JOB YOU SELECT. YOU WILL LEARN HOW TO FIND A JOB, APPLY FOR IT AND, MOST IMPORTANT, HOW TO KEEP IT.

FOLLOWING ARE A FEW OF THE MAIN REASONS FOR SOME STUDENTS DROPPING OUT. DO ANY APPLY TO YOU?

LANGUAGE BARRIER

ARE YOU HAVING TROUBLE SPEAKING OR UNDERSTANDING ENGLISH? YOU FEEL FRUSTRATED WHEN YOU CANNOT UNDERSTAND THE TEACHER OR THE COURSE WORK OR EVEN TAKE PART IN A DISCUSSION? THIS MAKES IT HARDER TO COMPETE FOR GRADES, SO YOU SIMPLY QUIT.

AT THE CENTER, YOU DON'T HAVE TO COMPETE FOR GRADES, BUT, CAN PROGRESS AT YOUR OWN RATE. YOUR PROGRAM WOULD BE DESIGNED TO HELP YOU OVERCOME LANGUAGE DIFFICULTIES. THERE WOULD ALSO BE OPPORTUNITIES FOR YOU TO STUDY IN THE LANGUAGE IN WHICH YOU FEEL MOST COMFORTABLE.

ABSENTEEISM

MAYBE YOU HAVE BECOME DISCOURAGED TO THE POINT OF CUTTING CLASS(ES). YOU DITCH THE WHOLE DAY, OR MAYBE ONLY THE PROBLEM CLASS. THE RESULT IS USUALLY THE SAME. YOU HAVE EITHER DROPPED THE CLASS OR YOU HAVE BEEN DROPPED FROM THE CLASS OR SCHOOL.

AT THE CENTER, ABSENTEES WILL BE HANDLED BY CENTER STAFF UNTIL YOU ARE NO LONGER IN THE PROGRAM. THE CENTER IS OFFERED AS A CLASSROOM ALTERNATIVE.

FINANCIAL PROBLEMS

DO YOU HAVE TO DROP OUT OF SCHOOL IN ORDER TO FIND A JOB THAT WILL PROVIDE MORE MONEY IN YOUR HOME?

THE CENTER WILL ASSIST YOU IN COMBINING A STUDY PROGRAM WITH YOUR JOB OR HELP YOU TO FIND ANOTHER JOB SO YOU CAN ATTEND A REGULAR OR MODIFIED SCHOOL PROGRAM.

AGE

DO YOU WANT TO DROP OUT BECAUSE YOU ARE OLDER THAN OTHER STUDENTS IN YOUR GRADE AND FEEL OUT OF PLACE?

IN THE CENTER, THERE ARE NO GRADE LEVELS AND YOU WOULD BE WITH STUDENTS OF DIFFERENT AGES, SOME OF THEM PROBABLY THE SAME AS YOU. IN SOME CASES YOU MIGHT ATTEND PIMA COLLEGE CLASSES OR BE REFERRED TO G.E.D. PROGRAM.

MARRIAGE/PREGNANCY

IF YOU ARE MARRIED OR PREGNANT OR BOTH, YOU MAY FEEL THE NEED TO DROP OUT OF SCHOOL TO SUPPORT YOUR FAMILY, RUN A HOME, HAVE YOUR CHILD OR BECAUSE YOU ARE EMBARRASSED.

BECAUSE THE CENTER IS SOMEWHAT ISOLATED, YOU MAY FIND IT EASIER THAN ATTENDING REGULAR CLASSES. THE PLACEMENT SERVICE WILL HELP FIND WORK IF YOU NEED IT OR FIND OTHER AGENCIES THAT CAN HELP YOU WITH YOUR PROBLEMS.

READING

DO YOU HAVE TROUBLE READING THE BOOKS IN YOUR CLASSES AND FEEL THAT YOU ARE JUST GETTING FARTHER BEHIND, NO MATTER HOW HARD YOU STUDY? IF SO, YOU PROBABLY THINK THAT YOU MIGHT AS WELL DROP OUT BECAUSE YOU WILL NEVER BE ABLE TO CATCH UP.

THE CENTER CAN HELP YOU IMPROVE YOUR READING SKILLS AND GIVE YOU INDIVIDUAL HELP IN UNDERSTANDING THE BOOKS YOU HAVE TO STUDY.

FAILURE

DOES IT SEEM THAT YOU HAVE ALWAYS HAD TROUBLE WITH SCHOOL; DO YOU FEEL THAT YOU WILL FAIL EVERYTHING YOU TRY? YOU'RE PROBABLY PAST THE LEGAL AGE FOR COMPULSORY ATTENDANCE AND HAVE DECIDED TO QUIT AND FIND SOMETHING YOU CAN SUCCEED AT.

AT THE CENTER, THERE IS NO POSSIBILITY FOR FAILURE. YOU WILL DECIDE THE GRADE YOU WANT TO RECEIVE AND WORK FOR THAT GRADE UNTIL YOU HAVE SUCCESSFULLY REACHED IT. THERE IS NO TIME LIMIT WHILE YOU ARE IN THE PROGRAM. IF YOU DON'T FINISH THE WORK, THERE IS NO PENALTY, BUT THERE IS NO CREDIT EITHER.

THESE ARE BUT A FEW OF THE REASONS FOR STUDENTS DROPPING OUT, THERE ARE, OF COURSE, OTHERS. HAVE YOU TALKED WITH ONE OF THE COUNSELORS IN THE INDEPENDENT STUDY CENTER ABOUT YOUR REASON(S) FOR WANTING TO DROP OUT?

THE INDEPENDENT STUDY CENTER WILL HELP YOU REMAIN IN SCHOOL UNTIL GRADUATION OR UNTIL YOU HAVE SUFFICIENT QUALIFICATIONS AND SKILLS TO COMPETE IN THE WORLD OF WORK FOR A CAREER OF YOUR CHOICE.

PROBLEMS ADDRESSED BY THE INDEPENDENT STUDY CENTER:

- COUNSELORS
- TEACHERS
- FAMILY
- DRUGS
- MONEY
- JOB CONFLICT
- LOW GRADES
- ALCOHOL
- PREGNANCY
- NOT UNDERSTANDING CLASS WORK:
  - MATH
  - SCIENCE
  - ENGLISH
- LANGUAGE:
  - READING
  - WRITING OR
  - SPEAKING
- NOT UNDERSTANDING THE TEACHER

THE PROGRAM:

THIS IS THE WAY IT WORKS.

REFERRALS

STUDENTS ARE REFERRED TO THE INDEPENDENT STUDY CENTER BY EITHER A COUNSELOR OR TEACHER. REFERRALS ARE MADE ON THE BASIS OF SCHOOL, HOME OR WORK RELATED PROBLEMS.

IN SOME RARE INSTANCES, A PARENT MAY REQUEST A REFERRAL OR A STUDENT MAY MAKE A SELF-REFERRAL.

PERMISSION

PARENTAL PERMISSION IS REQUIRED FOR YOUR PARTICIPATION IN THE INDEPENDENT STUDY CENTER PROGRAM.

INTERVIEWS

BASED ON THE REFERRAL INFORMATION AND THE SPACE AVAILABLE AT THE CENTER, INTERVIEWS WILL BE SCHEDULED WITH BOTH YOU AND YOUR PARENT(S) SO THAT CENTER STAFF CAN DETERMINE IF THEY CAN HELP YOU WITH THIS SPECIAL SERVICE.

ALTERNATIVE REFERRALS

THE CENTER CAN ALSO HELP LOCATE OTHER AGENCIES TO HELP YOU, SUCH AS: THE WELFARE DEPARTMENT, HEALTH CLINIC, PLANNED PARENTHOOD OFFICE, JOB CORPS, NEIGHBORHOOD YOUTH CORPS, EMPLOYMENT SECURITY OFFICE, ARMED FORCES, ETC. IF YOU ARE NEAR AGE NINETEEN (19) YOU MAY BE REFERRED TO NIGHT SCHOOL WHERE YOU CAN WORK FOR YOUR G.E.D.

ATTENDANCE AND LENGTH OF PROGRAM

YOU MUST AGREE TO ATTEND THE CENTER ON A DAILY BASIS FOR THE REMAINDER OF THE CURRENT TRIMESTER AND THE FOLLOWING TRIMESTER. YOU MAY PARTICIPATE NO MORE THAN THREE (3) FULL TRIMESTERS IN A ROW. STUDENTS WHO HAVE NOT GRADUATED, BUT HAVE FINISHED THEIR THREE TRIMESTERS WILL RETURN TO THE REGULAR SCHOOL PROGRAM.

INTEREST AND APTITUDE INVENTORIES

ONCE YOU HAVE ENTERED THE PROGRAM, YOU WILL BE INTERVIEWED TO IDENTIFY YOUR CAREER INTERESTS AND APTITUDES FOR DETERMINING THE DIRECTION OF YOUR INDEPENDENT STUDY CENTER PROGRAM.

THE CENTER STAFF WILL MAKE EVERY EFFORT TO MAKE YOUR PROGRAM FIT YOUR NEEDS.

STUDENT SEMINARS

YOU WILL TAKE PART IN SMALL GROUP DISCUSSIONS THAT WILL HELP YOU TO SOLVE PROBLEMS AND TAKE A POSITIVE STEP TOWARD BEING WHAT YOU WANT TO BE. GROUPS WILL MEET ABOUT TWICE A WEEK.

PARENT CONFERENCES

YOUR PARENTS WILL BE INVITED TO COME IN ON A REGULAR BASIS TO DISCUSS YOUR PARTICIPATION WITH THE CENTER. CONFERENCES WILL GENERALLY BE SCHEDULED ONCE EVERY TWO (2) OR THREE (3) WEEKS.

TUTORING

OTHER STUDENTS WILL BE AVAILABLE TO HELP YOU CATCH UP ON ANY SUBJECT YOU ARE BEHIND IN.

CAREER EDUCATION

YOU WILL TAKE PART IN PROGRAMS OF CAREER AWARENESS, ORIENTATION, EXPLORATION, AND PREPARATION ACTIVITIES. THE GUIDANCE DEPARTMENT WILL PROVIDE TESTING FOR INTERESTS AND APTITUDES. ONCE YOU HAVE IDENTIFIED YOUR INTERESTS, THE CENTER STAFF WILL COORDINATE FIELD TRIPS, WORK EXPERIENCE AND OCCUPATIONAL INFORMATION MATERIALS, SO YOU CAN FIND OUT MORE ABOUT THESE JOBS.

YOU WILL HAVE THE OPPORTUNITY FOR JOB PLACEMENT, ON-THE-JOB TRAINING OR AN INTERNSHIP. THESE SERVICES ARE OFFERED THROUGH THE COOPERATIVE EFFORTS OF THE SCHOOL AND LOCAL BUSINESSES, INDUSTRIES, CITY AND COUNTY OFFICES.

GRADUATION REQUIREMENTS

GRADUATION REQUIREMENTS ARE WORKED OUT WITH EACH STUDENT DEPENDING ON NEED AND LEGAL REQUIREMENTS.

GIVE YOURSELF ANOTHER CHANCE

THIS IS WHAT THE INDEPENDENT STUDY CENTER HAS TO OFFER YOU: A HIGH SCHOOL DIPLOMA, A BETTER OUTLOOK FOR THE FUTURE, A KNOWLEDGE OF YOUR INTERESTS, WHAT YOU'RE GOOD AT AND A GOOD IDEA OF WHAT YOU WILL BE DOING AFTER YOU GRADUATE.

WHILE DIRECT EVIDENCE AS TO SPECIFIC SUCCESSES OF THE DROPOUT PREVENTION PROGRAM IS NOT READILY AVAILABLE, THERE ARE CHANGES WITHIN THE SCHOOL THAT COINCIDE WITH THE EFFORTS OF THIS PROGRAM. DURING THE 1973-74 SCHOOL YEAR, THERE WAS A LOSS OF FIFTY-SIX (56) STUDENTS ENTERING HIGH SCHOOL THAT COULD NOT BE ACCOUNTED FOR EXCEPT AS DROPOUTS. DURING THE 1974-75 SCHOOL YEAR THERE WERE ONLY THREE (3) STUDENTS AMONG THE ENTERING FRESHMEN THAT DROPPED OUT.

WE ATTRIBUTE THIS TO THE DROPOUT PREVENTION PROGRAM, FUNDED AS AN EXEMPLARY VOCATIONAL EDUCATION PROJECT.

THE PROJECT BEGAN DURING THE 1972-73 FALL SEMESTER; COMPONENTS OF THE PROGRAM INCLUDED THE IDENTIFICATION OF POTENTIAL DROPOUTS AND A PROGRAM OF TREATMENT THAT WOULD KEEP THEM IN SCHOOL. IDENTIFICATION OF POTENTIAL DROPOUTS WAS MANAGED THROUGH A PROCESS OF TEACHER INTERVIEWS, STUDENT INTEREST INVENTORIES, STUDENT INTERVIEWS AND ATTENDANCE RECORDS.

ONCE A POTENTIAL DROPOUT HAD BEEN IDENTIFIED, ACCORDING TO CRITERION ESTABLISHED BY THE PROJECT STAFF, THE PROGRAM WAS IMPLEMENTED. THE PROGRAM CONSISTED OF STUDENT FOLLOW-UP INTERVIEWS, SMALL GROUP FIELD TRIPS, WITH COUNSELORS, TO A VARIETY OF BUSINESSES TO WATCH WORKERS IN ACTION AND TO VISIT WITH EMPLOYERS, SUPERVISORS AND EMPLOYEES. SPEAKERS FROM BUSINESSES AND PROFESSIONS TALKED TO SMALL GROUPS CONCERNING EMPLOYMENT OPPORTUNITIES, EDUCATIONAL REQUIREMENTS, WAGES, AGE REQUIREMENTS, ETC. IN SOME CASES, STUDENTS WERE ABLE TO PARTICIPATE IN WORK EXPERIENCE PROGRAMS.

STUDENTS WENT TO THE CAREER COUNSELING TRAILER ON AN INDIVIDUAL BASIS TO EXPLORE CAREERS AND EDUCATIONAL INFORMATION IN A VARIETY OF FORMS THAT INCLUDED FILMSTRIPS, CASSETTES, CAREER INFORMATION FILES, COMPUTER ASSISTANCE OCCUPATIONAL INFORMATION FILES, ETC. WHILE THE ABOVE SITUATION MAY NOT BE THE ONLY CONTRIBUTING FACTOR TO LESSENING THE DROPOUT RATE AMONG ENTERING FRESHMEN OVER THE PAST TWO YEARS, IT SHOULD CERTAINLY GET A LARGE PART OF THE CREDIT. THROUGH PROGRAM PARTICIPATION AND WORD-OF-MOUTH, STUDENTS FOUND THAT THERE IS AN ALTERNATIVE SITUATION TO TURN TO WHEN CLASSROOM PARTICIPATION FAILS. THEY KNEW THAT WHEN THEY REACHED HIGH SCHOOL AGE, THERE WOULD BE A COUNSELOR TO WORK DIRECTLY WITH THEM AND A TEACHER TO PROVIDE AN ALTERNATIVE PROGRAM. THERE WAS ALSO A JOB PLACEMENT COUNSELOR TO ASSIST IN FINDING THEM A JOB IF THIS IS WHAT IT WOULD TAKE TO KEEP THEM IN SCHOOL.

ONE OF THE MOST IMPORTANT PARTS OF THE ENTIRE PROGRAM COULD BE THE EMPHASIS OF ONE OF THE COUNSELORS ON DEVELOPING GOALS BEYOND HIGH SCHOOL THAT WOULD GIVE PURPOSE TO A SUCCESSFUL HIGH SCHOOL CAREER.

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THE INDEPENDENT STUDY CENTER IS A LAST RESORT FOR STUDENTS WHO HAVE DROPPED OR WILL PROBABLY DROP OUT OF SCHOOL.

THE FIRST LINE FOR DROPOUT PREVENTION LIES WITH THE PARENT AND TEACHER AND THE ATTITUDES THEY CONVEY.

FOR YOUR CONVENIENCE AND EDIFICATION, THE FOLLOWING BOOKS ARE SUGGESTED READINGS FOR THOSE INTERESTED IN EDUCATING YOUTH TO THEIR FULLEST POTENTIAL.

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